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ABSTRACT

This report examines two models used by North Central Technical College (NCTC) in Ohio to respond to technological and social changes affecting the training requirements of its service area. As a means of illustrating a post-factum, rehabilitative response to such change, Part I of the report describes the development and outcomes of NCTC's Project Care, an interagency effort involving area colleges, unions, industry, and state agencies in the retraining of 500 tire builders who were laid off in August 1978 when the Mansfield Tire and Rubber Company closed. To illustrate a preventive intervention model, Part II describes NCTC's comprehensive institutional planning process in which internal and external planning assumptions are defined and strategies to meet the needs of area residents are developed on the basis of these assumptions. Several examples are provided of NCTC's proactive responses to local industry needs. Part III proposes that colleges and industry work together in an ongoing Trend and Environmental Impact Analysis Program (TEIAP) which would diagnose national, state, and regional socioeconomic trends and specify institutional responses to these trends. This section also examines the currently operating futures studies programs upon which TEIAP is based. In conclusion, the report underscores the importance of a preventative approach to educational planning, and presents periodic systematic retraining of workers as an economic necessity and an educational challenge. (JP)

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TECHNICAL EDUCATION AS A CATALYST FOR THE LOCAL ECONOMY: RETRAINING THE UNEMPLOYED AND INCREASING PRODUCTIVITY THROUGH INTERMURAL PLANNING

by

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ABSTRACT

Between August 1978 and December 1979, North Central Technical College was involved in a project to retrain the unemployed in Richland County. Laudable and necessary as the project was, it represented a tertiary rehabilitation model as opposed to a primary or secondary prevention model. The intervention strategy was the result of a crisis as opposed to a process designed to diagnose a potential problem and prevent the development of the malady. Nor was it a secondary prevention model, that of identification of an illness at an early stage in order to prevent its complication. The intervention occurred only after the crisis struck the fatal blow even though early warning signals had been transmitted over the past several years.

During this same period of time the College began to assist local business and industry to diagnose training needs and corporate problems in the early stages of development. Both the rehabilitation and the prevention models are presented on the assumption that periodic and systematic publicly-funded retraining of workers as an economic necessity could be a major challenge to industry, government and postsecondary education in the eighties.

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THE REHABILITATION MODEL

Historical Factors Which Led to the Establishment of Project Care

The closing down of the Mansfield Tire and Rubber Co., Mansfield, Ohio, added between 450 and 500 tire builders to the unemployment list beginning August 28, 1978, bringing the total to nearly 1,000 Mansfield Tire unemployed after a series of lay offs. The close down was not unexpected. The "Tire" had been in serious financial difficulty for several years. What was a municipality in a county with one of the highest unemployment rates in the state going to do for an additional 500 tire builders who were middle aged with unwanted skills? "Tire" employees could not look for work in Akron about sixty miles away for the "rubber capital of the world" was having problems of its own. Since 1950, 24,000 jobs in the city's rubber industry had been lost. Recently Firestone and Goodyear eliminated another 2,400 jobs and Mohawk Rubber closed down for good in November, 1978.

This was not the first crisis Mansfield had faced. When the energy crisis of the winter of 1977-78 hit Mansfield, a number of the area's leading citizens revitalized a crisis response mechanism known as "Project Care". Now another crisis had struck Mansfield. On August 18, 1978, United Community Service (UCS), under the direction of Executive Director John Rhind, conducted the initial meeting of Project Care II (1) to define more clearly the situation in terms of personal and family well-being and points of impact on community resources and (2) to determine what the human resource organizations could do in the short term and the long run. It was agreed that a Project Care III organization should be formed and Glenn Tschantz, Richland County AFL-CIO Community Services representative, served as interim Project Director. It was agreed that USC would produce and distribute a pamphlet to assist the unemployed locate community agencies and assistance.

Development of the Organization/Program/Financing Structure

On Monday, August 29, 1978, a meeting of selected community representatives at the Greater Mansfield Area Growth Corporation (GMAG) concluded that (1) there was need for some group, possibly GMAG, to coordinate the community effort; (2) a meeting would be held the next day to determine what help could be expected from the Department of Economic and Community Development (DECD); (3) other tire manufacturers such as Michelin and Pirelli should be contacted to seek assistance; (4) available employees and their characteristics should be catalogued; (5) training requirements of local business and industry in the coming years should be identified; (6) information concerning available employers should be promoted; (7) cooperation from the Ohio Bureau of Employment Services should be sought; and (8) available training opportunities should be identified at North Central Technical College, Mansfield - Ohio State University, Pioneer Joint Vocational School, and Mansfield and Madison schools.

Henry R. Fallerius, President of North Central Technical College, and James B. Heck, Dean/Director of the Mansfield Ohio State University campus, formed an Education Committee, (2) developed a questionnaire to determine what training could be offered the unemployed in local schools and centers, (3) agreed to coordinate a survey of the unemployed to assess their training interests and relevant skills, and (4) hosted a meeting on September 22, 1978, of school superintendents and adult/continuing education directors to enlist their support. The agenda for the meeting consisted of a review of plans recommended by the Education Committee including (1) review of survey instrument, (2) counselor orientation in use of survey instrument, and (3) commitment to registration centers and time frame for surveying the unemployed. The counselor orientation was held on October 10 and registration of the unemployed was held October 16-20. (See Appendix A for all materials including the survey instrument.)

The Education Committee met on October 23 to analyze the survey, specify a plan of action, and develop a budget. Over 400 unemployed workers in Richland County registered at the centers. The local news media advertised the project and the location of the centers. Mr. Robert B. Fox, Vice President for Business and Finance at NCTC was appointed coordinator of a Budget Committee. A meeting on October 26 of the Education Community with United Community Services paved the way for a meeting on October 27 with representatives from the Department of Economic and Community Development (DECD) and the Manpower Office. These discussions led to a proposal requesting $1,375,000.00 and an organizational structure consisting of a Governing Board, Interium Director Committee, and a Budget Committee. Discussions with the Governor's Grant Office yielded $229,180, $150,000 from CETA and $79,180 from DECD. (See Appendix B for an Organizational Chart.)

The Interum Director Committee (IDC) identified programs which could be run immediately based on interest, employer need, and site and trainer availability. (See Appendix C for a Master Class Schedule) The IDC also developed a position description for the Project Director, advertised the position, and screened applicants. Fire Station No. 2 was obtained as an intake screening Registration Center. Intake screening was conducted December 11-15 for retraining programs in (1) business and office work (2) heating and air conditioning, (3) machine trades, and (4) welding. An orientation session for trainees was held on December 20. Programs began as early as January 9, 1979. The January 11, 1979 meeting of the Governing Board dealt with such matters as (1) a report of the Project Director Search Committee, (2) a report that confirmed a release of $50,000 from the Governor's Grant Office, (3) follow-up of 121 persons actually enrolled in programs and those individuals for whom programs must be implemented, (4) initial discussions about job opportunities and (5) client eligibility for unemployment benefits including assistance through the Trade Readjustment Act of 1974.

The project began to attract attention and received national exposure in the Education Section of the January 7, 1979, issue of the New York Times and in an article by William L. Abbott entitled "The Mansfield Formula for Worker Renewal" published by the Service Center for Community College-Labor Union Cooperation, American Association of Commurity and Junior College, January 1979. Mr. Abbott also wrote an article by the same title which appeared in the May 1979 issue of Voc Ed, the Journal of the American Vocational Association.

Additional Registrants and Programs

During the week of January 15, 1979, a letter was sent to the remaining registrants informing them of the dates and times of the next intake registration scheduled for the week of January 22, 1979. Although only 173 of the remaining 279 registrants responded, an additional 173 persons from the community indicated an interest in training for a total of 346. Under the direction of Mr. Jerry Pearl, Administrator of Progress Industries, an assessment package was administered; this phase consisted of a series of tests designed to determine an individual's aptitude for a chosen course of study. During the month of February, 1979, classes were begun in carpentry, electricity, industrial maintenance, machine trades and welding at Madison Comprehensive High School; machine trades at Mansfield Senior High School; drafting, machine trades, and welding at North Central Technical College; and welding at Pioneer Joint Vocational School.

Mr. James L. Snyder was hired as Project Director starting on February 20, 1979. His offices were located at Local #17 Union Hall, Mansfield.

Registrant files were kept current. One additional class in basic office education/keypunch was started at the Mansfield Opportunity Industrialization Center in March. Two classes, one in carpentry and another in remodeling were started at John Sherman Middle School in April.

In June, classes in carpentry and remodeling were started at John Sherman Middle School; auto mechanics, basic office education, machine trades, sales and marketing, school custodial maintenance, and welding at Madison Comprehensive High School; and computer operations and heating, ventilation, and air conditioning at North Central Technical College.

Training Summary and Transition to the Workplace

Between January 9 and December 1979, Project Care offered 29 classes covering 14 different subjects at 6 different sites to 392 persons, over 40% of the registrants. The most common problems encountered by the enrollees were monetary in nature. As classes drew to a close, orientation sessions were held by the Mansfield Office of the Ohio Job Service. Although no formal structure for job placement was built into the project, ways to find jobs were discussed and efforts were made to place program graduates in positions. Two "Small Business Workshops" were presented by the Mansfield Chamber of Commerce for participants who intended to start their own business. The workshops covered topics such as business insurance, financial planning, taxes, and licences. Placement follow-ups were done on a 30, 60, and 90 day basis. All files and records were turned over to the Richland/Morrow CETA Administration.

THE PREVENTION MODEL

In 1973, Dr. Edmund J. Gleazer, Jr., President of the American Association of Community and Junior Colleges, made the following statement:

> The community college that defines itself as a community-based performance-based, postsecondary institution will have four basic continuing objectives:
>
> 1. Current, accurate, and comprehensive information about the community and how the institution is serving its community.
>
> 2. Access to information that enables the college to develop its human resources consistent with national needs and trends.
>
> 3. A comprehensive plan expressed in terms that can be understood and supported by the community.
>
> 4. The ability to justify its need for resources and to demonstrate that they have been used effectively.
>
> In "Forward," Conducting Community Impact Studies, A Handbook for Community Colleges by J. Frank Armijo, National Center for Higher Education Management Systems, 1978.

* * * * * * * * * * * * * * * *

The Institutional Planning Process (Intramural Planning)

The future of any institution including postsecondary education, rests on the degree to which it meets the needs of the society in which it exists. As society changes, so must postsecondary education change. The way in which a specific college meets the challenge of being responsive to societal needs is a function, for the most part, of its sophistication in planning; comprehensive and systematic, strategic long-range and operational short-range. As critical as institutional planning is to a college's survival, however, only a very small number "have effectively developed a plan, based on sound data about themselves and their setting, which is revised at least annually and upon which the institution's leadership acts daily."[1]

In Fall 1977, North Central Technical College made a commitment to comprehensive planning. In Spring and Fall of 1978 the College specified

assumptions on which to base future planning. Throughout the Fall of 1978, persons at the college community specified planning assumptions under ten aggregate categories: (1) societal context, (2) external agencies, (3) institutional leadership/management, (4) existing and potential programs, (5) potential clientele and enrollment, (6) student services, (7) staffing and professional development, (8) physical plant, (9) equipment, and (10) fiscal resources. From discussions about assumptions arose a set of institutional goals and objectives. The College ultimately recommended seven aggregate categories of goals: (1) mission attainment; (2) functional relationships - articulation with secondary and higher education, business and industry, other agencies: (3) qualitative improvements in academic programs, student services, and institutional management; (4) programs in relation to educational needs based on market analysis and penetration of potential markets; (5) professional development of faculty, staff, and administration; (6) communications with the College's publics, and (7) pursuit of alternative funding sources.

The packet of planning assumptions and goals and objectives became the agenda of an all-day workshop by the Board of Trustees and the President's Cabinet on January 24, 1979. The packet and minutes of that workshop were distributed to all faculty and staff by memorandum on January 29, 1979. Meetings were held for faculty in each technology in early February. The packet of planning assumptions and institutional goals and objectives were reviewed by program advisory committee chairpersons on March 5, 1979, and program advisory committees in health technologies on April 26, in engineering technologies on May 10, in public service technologies on May 17, and in business technologies on May 22.

On October 9, 1979, a joint meeting of the President's Cabinet, Academic Council, and Student Services Council was dedicated to a review of institutional

goals and objectives and a discussion of strategies for achieving goals and objectives over a multi-year time-frame. This discussion on strategies was continued on November 9; the group was expanded to include curriculum coordinators. Paralleling this activity, a series of meetings was held between November 2 and December 3 with each technology during which the planning process was reviewed and faculty in each technology were asked to (1) specify assumptions for the technology, (2) review and revise departmental goals and objectives, and (3) display objectives on a flow-chart.

The result of these deliberations has yielded a concise goal statement for each of the seven goals, a discussion statement to add clarity to the goal, a set of objectives for each goal statement, and strategy in the form of specific activities and events. Strategies relating to functional relationships with business and industry include:

a. To host several early bird breakfasts for representatives from business and industry.

b. To support activities of the Mohican Valley Chapter of the American Society for Training and Development (ASTD).

c. To expand the number of calls on business and industry.

d. To continue "on-site" classes in response to identified needs.

e. To make better use of Program and Placement Advisory Committees.

f. To develop and maintain "targeted" mailing lists.

Intermural Development

As a result of this approach to planning, the Engineering Division during the Fall Quarter conducted two sections of Hydraulics for maintenance supervisors and one section of Manufacturing Processes I for machine shop employees at Empire Detroit Steel, the fourth largest employer with approximately 1500 employees, and two sections of Applied Algegra to employees at Fisher Body, a General Moters Corporation plant with 3200 employees, the

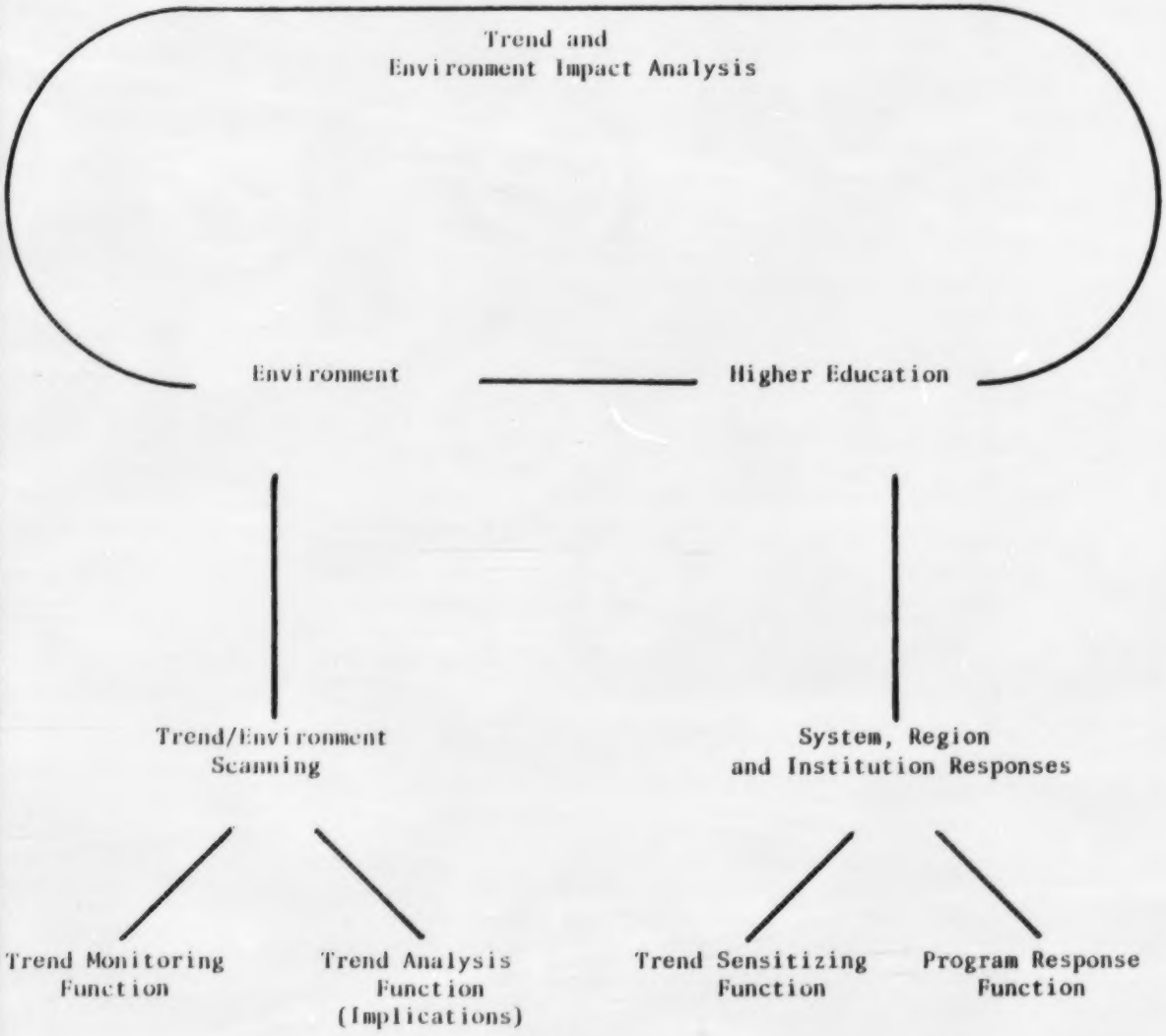
largest industry in the area. In addition, the Business Division offered Principles of Management at R. R. Donnelley and Sons in Willard and Train the Trainer at Eagle Rubber Company in Ashland. Of the 91 students enrolled in the first 6 of 7 of these courses, only 1 person had enrolled previously at the College.

During the Winter Quarter Basic Communications was taught at R. R. Donnelley, two sections of Applied Geometry and one section of Technical Mathematics I were taught at Fisher Body, and Manufacturing Processes II was offered at Empire Detroit.

For over a year the Data Processing Department helped design and program an inventory control system for Liquibox Corporation, a plastic container company with over 300 products located in Ashland, Ohio. One faculty member did the analysis and design work and two other faculty members are writing the programs to complete the software package.

The above-listed activities are but a sample of ways in which the College has taken the initiative to reach out to business and industry in a proactive way to be responsive to their needs.

THE ENVIRONMENTAL CHANGE AND HIGHER EDUCATION RESPONSE CYCLE



CONCLUSION: THE UNFINISHED AGENDA

At the 1978 convention of the AACJC, Dr. Gleazer stated:

> A new and vital mission is forming for the community college. That new mission, new not in direction, but in the extent of expression, views the community college as a central agent in organized community systems for lifelong education. We may be close to a breakthrough in lifelong education with the community college playing a key role. There is plenty of evidence that a groundswell of a variety of factors is forming capable of even greater effect on the teaching-learning clientele and patterns of this country than the GI Bill of the Forties and the community college explosion of the Sixties. In fact, both of these epochs have contributed to the force of this gathering wave. Obviously, what we are becoming aware of and beginning to experience results from is the maturing conviction that during his lifetime every American has an entitlement to appropriate education.
>
> In "Forward," Conducting Community Impact Studies, A Handbook for Community Colleges by J. Frank Armijo. National Center for Higher Education Management Systems, 1978.

* * * * * * * * * * * * * * * *

Trend and Environmental Impact Analysis

The needs of society are constantly changing. Hundreds of examples could be cited about changes in attitudes, productivity, work, human settlements, science and technology, energy, environment, global affairs, and other categories. The 1979 Community, Junior, and Technical College Directory lists 1,234 two-year colleges, at least one in each of 426 of the 435 Congressional districts. Two-thirds of these institutions have 2,000 students or less and most are located in rural areas where they are a primary source of education and training, hence economic development. These institutions need some way of monitoring trends and translating trends into educational/training programs. What are the trends in science and technology, business and economics, social and cultural values, and government and politics which have implications for secondary and postsecondary education? What are the trends in communications and what are the implications for occupationally related programs? What are the trends in research and development in science and technology and what are the implications for education and training of this nation's labor force?

One response to these questions is a Trend and Environmental Impact Analysis Program. The Trend and Environmental Impact Analysis Program could include a Trend Monitoring Function and a Trend Analysis Function. The former would include a process to "diagnose" national, state, and regional trends while the latter would focus on specifying institutional program responses to such trends. TEIAP is an adaptation of several other projects.

In 1967, the Institute of Life Insurance conducted a Future Outlook Study to assess significant social and political trends because it seemed clear that reactive styles were not appropriate in times of rapid change. One result of the Future Outlook Study was a call for an ongoing mechanism to be established by which the business could keep abreast of emerging ideas and social changes that might affect its operating environment. In 1970, an early-warning system called the Trend Analysis Program (TAP) was designed and put into place. TAP continues to operate as a program of the American Council of Life Insurance, formed in 1976 by a member of the Institute of Life Insurance and the American Life Insurance Association.

A project by the American Association of State Colleges and Universities uses societal trends and societal values as a way of planning futures and bringing planning assumptions into focus. The project uses a cross-influence matrix of 12 societal trends and 12 values to determine goals in 10 areas. The 12 societal trends are population, government, global affairs, environment, energy, economy, science and technology, human settlements, work, life style, women and participation. The 12 societal values are change, freedom, equality, leisure, interdependence, pluralism, localism, ethics, knowledge, quality, goals and foresight. The 10 goal areas are curriculum, public service, research and development, resources, faculty, students, administration, facilities, and athletics.

TEIA is based on the assumption that new ideas and technology produce many important changes which affect institutions. Institutions can gain lead time for decision making if they can track ideas as they emerge and progress through the research and development sequence. For example, an article in a recent issue of Technology Review began, "The world population of robots used in industrial manufacturing is 17,500. Of these, 2,000 are in Europe, 2,500 in the U.S., and 13,000 in Japan."[2] Robot research and development will have tremendous implications for higher education as well as the industries using robots. Robots could replace unskilled manpower used to assemble various products as well as technicians used in quality control. On the other hand, however, robots will have to be maintained, a new and emerging manpower need.

TEIA is comprised of the monitoring and analysis functions as well as the sensitizing and response functions. (See FIGURE I) Business and industry and postsecondary education could both benefit if TEIA were a collaborative effort. Monitors from business and industry and postsecondary education could review a comprehensive range of publications and systematically track various aspects of technological developments. The output of the monitors could be collected and analyzed to determine the implications for business and industry as well as the training component, thus a reduction in the lag between R & D and the training program functions. Program advisory committees do this to a limited extent at the present time. TEIA would strengthen this relationship. Most of the two-year colleges are too small to undertake a comprehensive TEIA effort. Therefore, consortial or statewide TEIA networks would appear to yield greater dividends. College size, however, is not the only variable. At the first Business - Higher Education Forum conducted by the American Council on Education it was concluded that "Universities and Colleges lack sensitivity to the product and manpower needs of industry and business."[3] Consortial arrangements

involving business and industry could not only reduce the lag between R & D and training program response functions, but also begin to remediate this difficiency and link more closely the world of work and the world of education.[4] TEIA, in some form, could already exist within The Work-Education Consortium associated with the National Manpower Institute.[5]

Conclusion

In 1972, a United States Senate Select Committee on Equal Educational Opportunity released the study The Cost to the Nation of Inadequate Education: The Effect of Dropping Out.[6] That study states the failure to attain a minimum of high school completion among the population of males 25-34 years of age in 1969 was estimated to cost the Nation (a) $237 billion in income over the lifetime of these men and (b) $71 billion in foregone government revenues of which $47 billion would have been added to the Federal Treasury and $24 billion to the coffers of State and local government. In contrast, the probable costs of having provided a minimum of high school completion for this group of men was estimated to be about $40 billion. Thus, the sacrifice in national income from inadequate education among 25-34 year-old-males was about $200 billion greater than the investment required to alleviate this condition. The cost to this Nation in terms of welfare, crime, reduced political participation, incidence of disease, individuality self-confidence, pride, etc. go far beyond any monetary estimate.

In the 1977 May/June issue of Social Policy, M. Harvey Brummer reported a study about the relationship between unemployment and stress related illness.[7] He states,

> The 1.4 percent rise in unemployment during 1970 has cost our society nearly $7 billion in lost income due to illness and mortality, and in added state prison and mental hospital outlays. To this must be added public outlays of some $2.8 billion annually over the 1970 to 1975 period for jobless and welfare payments associated with the sustained 1.4 percent rise in unemployment.

The Carnegie Council report of 1979 entitled Giving Youth A Better Chance indicates that our neglect of approximately one-third of American youths is partly responsible for many major social problems including juvenile deliquency, violence and vandalism, high youth unemployment, and a growing number of Americans dependent upon government welfare.[8]

In support of the investment in postsecondary education Howard Bowen in Investment in Learning presents the most comprehensive data available about the benefits of college for individuals and the returns to society in general.[9] He offers detailed and documented evidence about the benefits of going to college. He finds that higher education significantly raises the level of knowledge and the cognitive powers of students; increases personal self-discovery and psychological well-being; enhances traits such as adaptability; positively affects earning ability; and contributes to greater interest in politics and community affairs. Bowen shows that college-educated people are more careful in child raising, more efficient consumers, better users of leisure time, and healthier. He reports evidence that college produces more responsible citizens and provides professional leaders who improve social conditions. In addition to the value accrued from higher education's primary function (that of teaching), Bowen shows that the two other functions of research and public service also lead to major social benefits, including conservation of our cultural heritage and advancement of technology. He concludes that the monetary returns from higher education alone are worth the cost, that the non-monetary and intangible returns to society are even more valuable, and that the cumulative benefits of all three college and university functions exceed the cost by several fold.

The point of presenting these studies is not to contrast secondary education with postsecondary education. Rather what is suggested is that society is going to pay in one way or another for the adequacy or inadequacy of its education

system. If the educational system is excellent, it is reflected in a broad range of quality of life indicators including the economy and participation in community affairs. If the educational system is inadequate, it is reflected in welfare, unemployment, crime, and health related costs. The first is a prevention mode while the latter is a rehabilitative mode. A new labor study contends that an "epidemic" of plant shutdowns is sweeping the nation, with companies moving factories in search of bigger profits and leaving behind a trail of human and community devastation.[10] Periodic and systematic publicly-funded retraining of workers as an economic necessity could be a major challenge to industry, government and postsecondary education in the eighties.

FOOTNOTES

1 L. Richard Meeth, Quality Education for Less Money (San Francisco: Jossey-Bass, Inc., 1974), p. 2.

2 Technology Review, February 1980, pp. 78-79.

3 T. M. Stauffer, "Summary of the First Meeting, Business - Higher Education Forum," (Washington: American Council on Education, January 26-27, 1979).

4 Willard Wertz, The Boundless Resource (New York: E. P. Dutton, 1976) and Dyckman W. Vermilye (ed.), Relating Work and Education (San Francisco: Jossey-Bass Inc., 1977).

5 National Manpower Institute
1211 Connecticut Avenue, N.W., Suite 301
Washington, D.C. 20036

6 United States Senate Select Committee on Equal Education Opportunity, The Cost to this Nation of Inadequate Education: The Effect of Dropping Out. (Washington, D.C.,: U. S. Government Printing Office, 1972).

7 M. Harvey Brummer, Social Policy, (May/June 1977) pp. 2-4.

8 Clark Kerr, Giving Youth a Better Chance: Options for Education, Work and Service. The Carnegie Foundation for Advancement of Teaching, Jossey-Bass, Inc., Publishers, 1979.

9 Howard R. Bowen, Investment in Learning, (San Francisco· Jossey-Bass, Inc. 1977).

10 Bennett Harrison and Barry Bluestone, Capital and Communities, Massachusetts Institute of Technology, 1980. Cited in News Journal, April 13, 1980, p. 5-A.

PROJECT CARE

EDUCATION COMMITTEE

(CMAG)

* * GREATER MANSFIELD AREA GROWTH * *

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Arthur Lomax, NCTC

Glenn Tschantz, Richland County (Ohio) AFL-CIO

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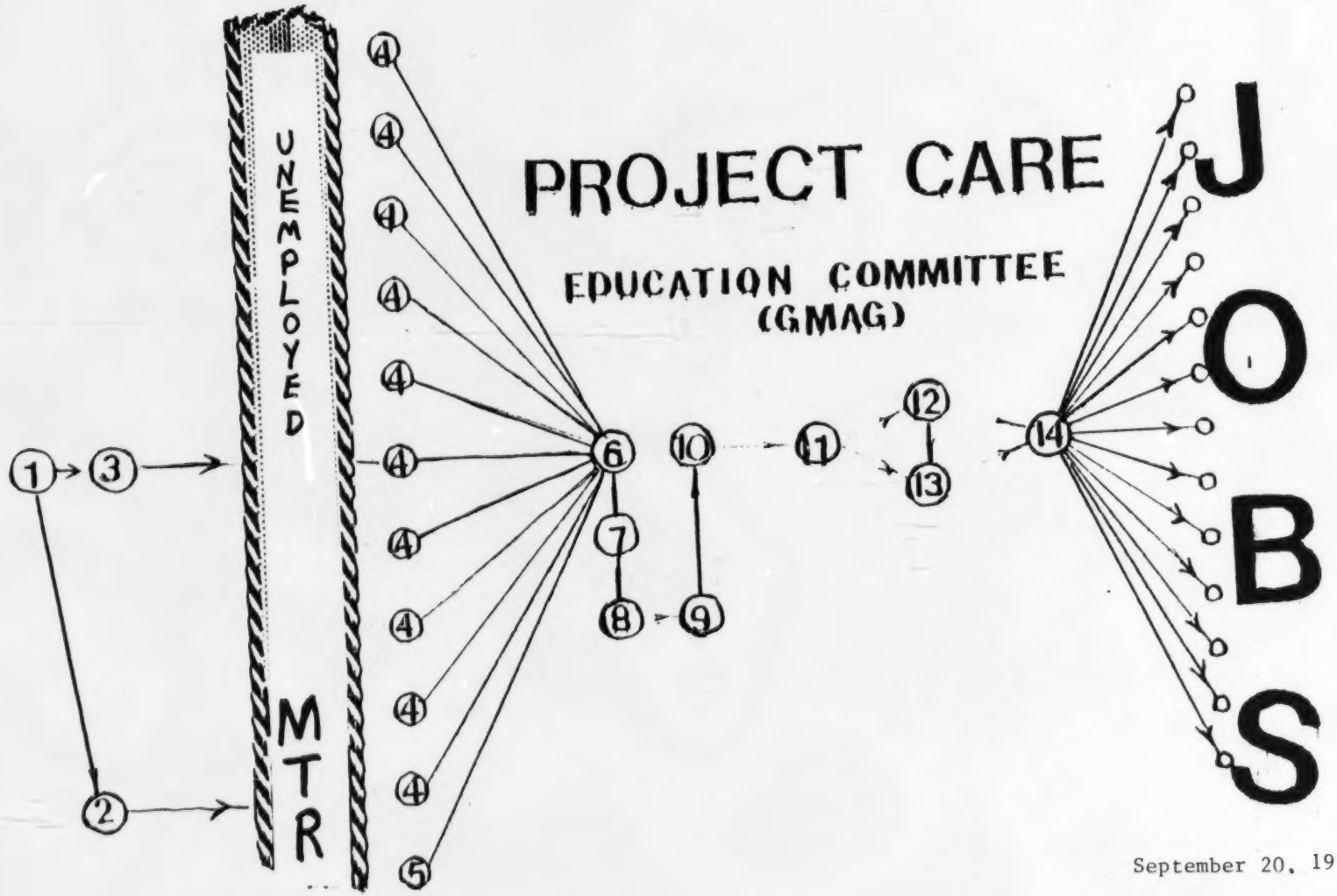
APPENDIX A

September 20, 1978



September 20, 1978

Appendix C

"PROJECT CARE"

MASTER CLASS SCHEDULE

PROGRAM	LOCATION	STARTING DATE	TIME OF CLASSES	DAYS OF CLASSES	MAXIMUM NUMBER	TOTAL HRS. OF PROGRAM	COMMENTS
Basic Auto Mechanics	Madison	1-9-79	3:30-9:00pm	M thru F	15-18	540	4-5 hrs. per day
Business & Office	Madison	1-9-79	3:30-9:00pm	M thru F	15-18	540	4-5 hrs. per day
	P.J.V.S	In Operation	5:00-10:00pm	M thru F	20	1200	Buy-in 5
	Mansfield	1-19-79	4pm-9pm	M thru F	12	500	
	NCTC-Rm 114	1-2-79	3:00-6:00pm	M thru F	20	500	
Clerical (Clerk/Typist)	M.O.I.C.	1 week from notification	4:00-8:00pm	M thru F	20	24 weeks	
Drafting	NCTC-Rm 168	1-2-79	7-10am 2-5pm	M thru F	20	500	Additional Classes may be scheduled on Saturday 8am-5pm
	NCTC Rm 174	1-2-79	10am-6pm	Friday	20	500	
	*NCTC Rm 168	1-2-79	5pm-11pm	MWF	20	500	
	*NCTC Rm 174	1-2-79	8pm-11pm	T-TH-F	20	576	
Heating & Air Cond.	P.J.V.S.	1-79	6:30-9:30pm	M-T-W-Th	18	576	Assuming instructor can be found
	NCTC Rm-085	1-2-79	11am-5pm 12:30pm-5pm 11am-5pm 7am-11am	M T W F	15	800	
Key Punch	MOIC	1 wk from notification	4:00-9:00pm	M thru F	4	5 weeks	

*Evening Classes

25

Appendix C (continued)

"PROJECT CARE"

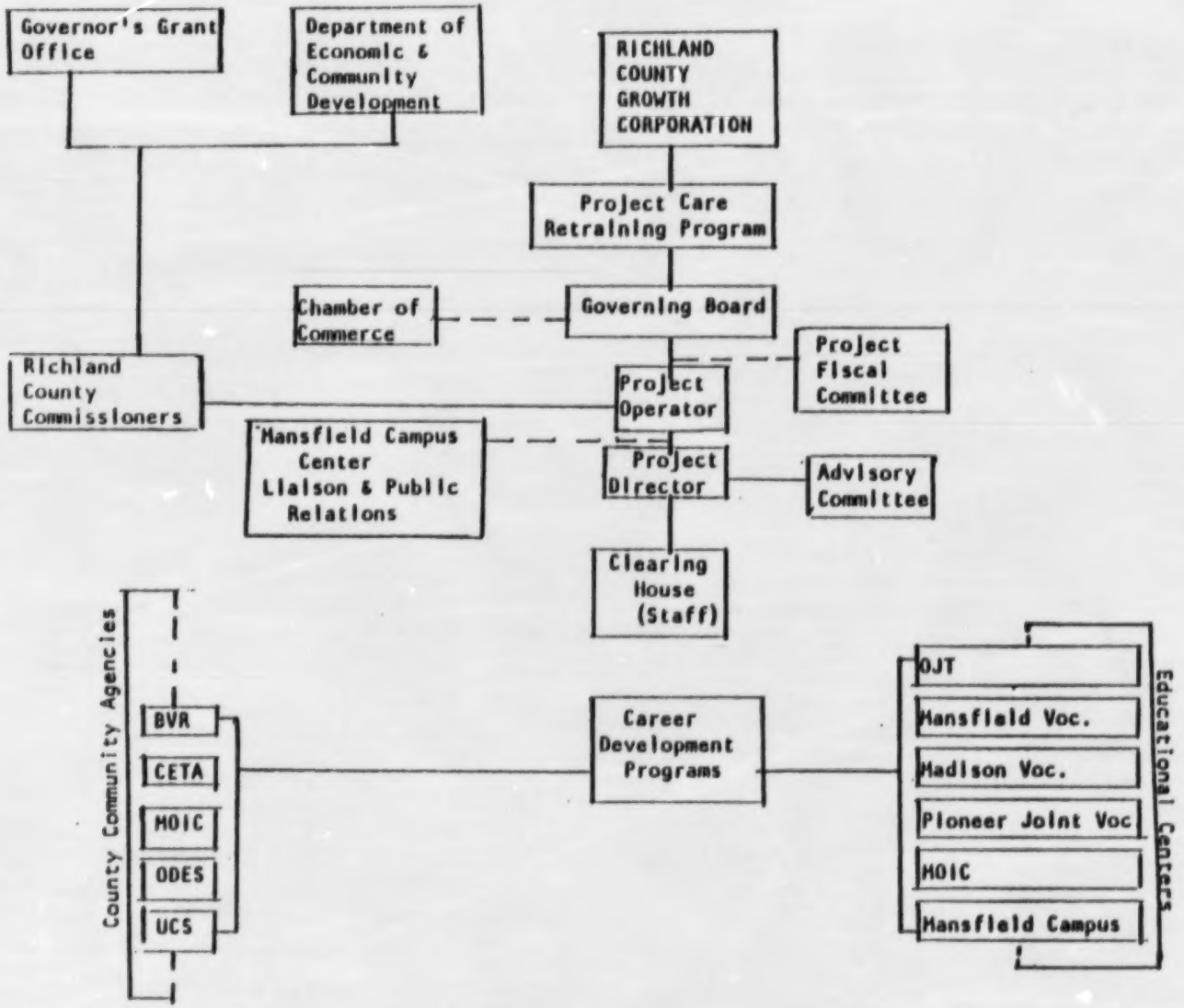
MASTER CLASS SCHEDULE

PROGRAM	LOCATION	STARTING DATE	TIME OF CLASSES	DAYS OF CLASSES	MAXIMUM NUMBER	TOTAL HRS. OF PROGRAM	COMMENTS
Machine Trade	PJVS	1-3-79	6:00-10:00pm	M thru F	18	900	
	Mansfield	1-19-79	4pm-9pm	M thru F	12	1,000	
	Madison	1-9-79	3:30-9:00pm	M thru F	15-18	540	
	NCTC Rm 127	1-2-79	7am-1pm	M thru F	12	600	
	NCTC Rm 127	1-2-79	5pm-11pm	MWF	12	600	
Welding	Madison	1-3-79	3:00-11:00pm	M thru F	10	640	
	Mansfield	1-19-79	4pm-9pm	M thru F	12	500	
	NCTC Rm 085	1-2-79	11am-5pm 12:30pm-5pm 11am-5pm 7am-11am	M T W F	20	500	

"PROJECT CARE"

ORGANIZATIONAL CHART

November 2, 1978



APPENDIX B